



# YOUR GUIDE TO RTI/MTSS

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# INTRODUCTIONS

- Name
- Major and Year
- Future plans
- Knowledge of RTI/MTSS?



# INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

- Ensures services to children with disabilities throughout America
- Ensures access to free and appropriate public education (FAPE)
- Teach children in the least restrictive environment possible i.e. general education classroom whenever possible
- Standardized rules for how states and public agencies provide intervention, special education and related serves
- More than 6 million children receive some type of support under IDEA



# IDEA

- Steps to acquire services:
  - Child is identified as possibly needing a support
  - Evaluation by school professionals
  - Eligibility meeting with parents and professionals to discuss evaluation results and next steps
  - Individualized Education Plan (IEP) created within 30 days of being determined eligible

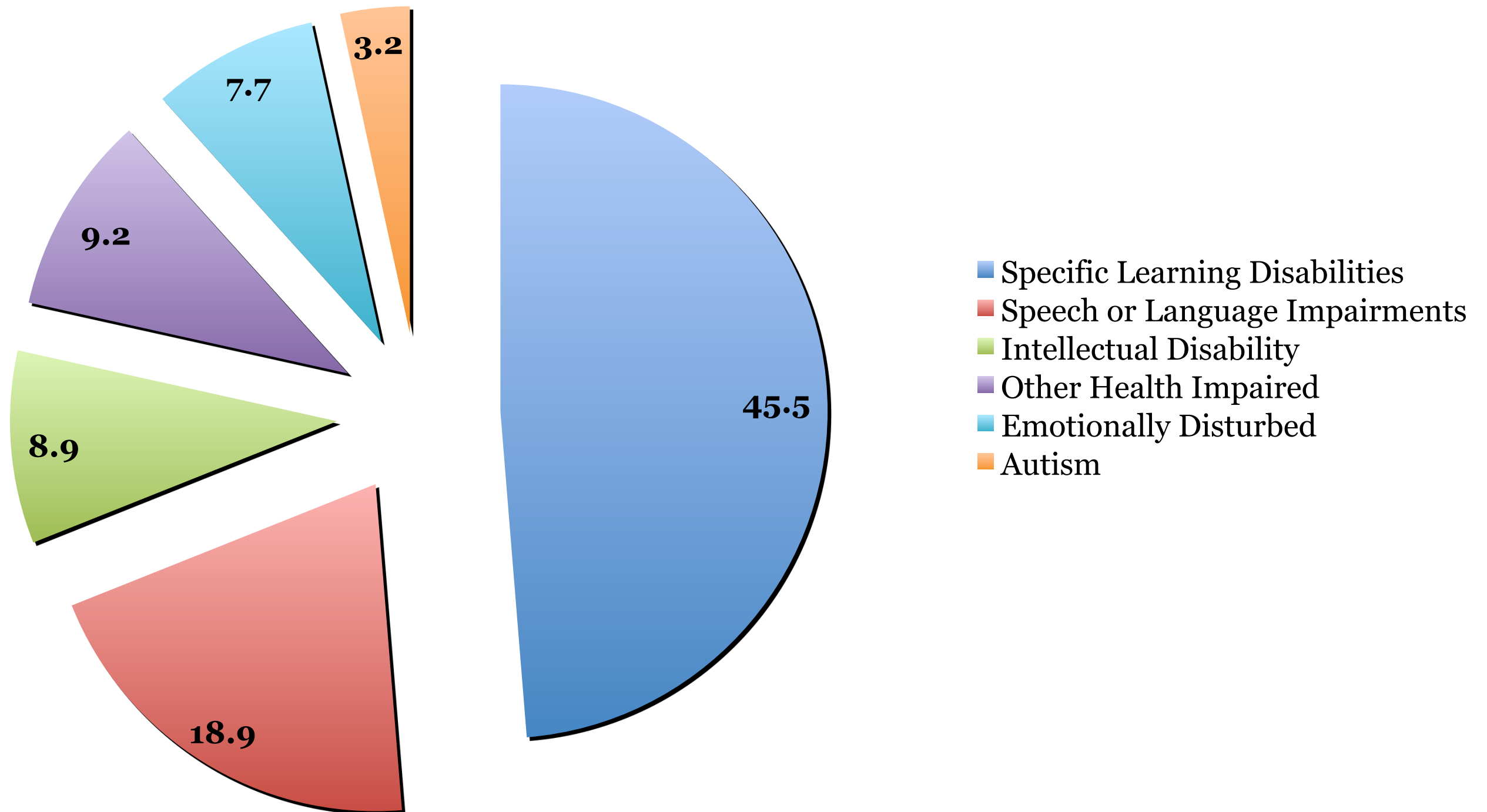


# WHICH DO YOU THINK RECEIVES THE MOST SUPPORT IN THE SCHOOL SYSTEM?

The 13 Disabilities Under IDEA

1. Autism spectrum disorder
2. Deaf-blindness
3. Deafness
4. Emotional disturbance
5. Hearing impairment
6. Intellectual disability
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairment
10. Specific learning disabilities
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment

## Students Receiving Special Education Services by Disability Category





# Definition of Response to Intervention

- Instruction or intervention matched to student need, demonstrated through **scientific** research and practice to produce **high learning rates** for most students
- Learning rate and level of performance are primary sources of information used in ongoing decision-making.
- Important educational decisions about **intensity** and **duration** of interventions are based on individual student response to instruction across the tiers of intervention.

# RESPONSE TO INTERVENTION (RTI)







**Students successfully receiving  
scientifically-based instruction**

**Students successful receiving  
intensive research-based  
services**

**Most  
Intensive**

# Core RTI Principles

Within RTI we can....

- Effectively teach all children
- Intervene early to prevent
- Choose from multiple levels to service delivery
- Use problem-solving methods to make educated decisions
- Use research-based, scientifically validated interventions/ instruction
- Monitor student progress
- Use assessment for **three different purposes**:
  - screening applied to all children
  - diagnostics
  - Progress monitoring

# Core RTI Principles

It is important to note...

- i This is a “process” that will take time
- i Rtl is a component of problem-solving, not an independent process
- i “**Response**”-data based
- i “**Intervention**”-evidence-based
- i Strong basis in statute and rule

# MTSS IS:

- i A process by which **teachers, grade-level teams, leadership teams,** and **support staff** review student data in order to provide a range of academic and behavioral supports to students.
- i A general education initiative mandated by district policy and state law.
- i MTSS includes RtI and outlines 3 levels of support
- i An ongoing process.
  - (1) Preliminary data is reviewed to **identify** area of weakness.
  - (2) Student is provided an **intervention** targeting that weakness.
  - (3) Data is **collected** regularly to monitor level of performance and rate of progress.
  - (4) Data is **reviewed** and compared to other students.
  - (5) Interventions are **intensified or revised** based on the data collected.



# MTSS IS NOT:

- i Something we do just to get a student an IEP.
- i A rigid framework with a definitive timeline.
- i Something a teacher does in isolation without consultation and ongoing communication with support staff, administration and parents.
- i The same at every school



# THE THREE TIERS

# TIER 1

- Core academic/behavioral curriculum provided to **ALL students** across **ALL settings**.
- If implemented with fidelity about 80-85% of students should be successful in tier 1.
- What does it look like?
  - whole group instruction
  - differentiated instruction
  - accommodations
- How do we know if it is working?
  - Review of:
    - universal screening measures
    - state and district assessments (e.g. District Reading Program and FAIR)
    - curriculum-based assessments (e.g. Journeys assessments)

# TIER 2

- Targeted, small-group instruction provided in addition to the tier 1 instruction time.
  - Example: if the concern is in the area of reading, then working in small groups inside of the 90-minute reading block is considered differentiated instruction (tier 1), but working outside of the 90-minute reading block is considered a tier 2 intervention.
- An additional 10-15% of students should make progress with this level of support
- Interventions are usually given 3-5 times per week for 15-25 minutes in groups of 3-6.
- How do we know it's working?
  - Review:
    - ongoing progress monitoring data (with peer comparison)
    - scores/progress on curriculum-based assessments.



# TIER 3

- Once tier 2 data is reviewed and indicates that tier 2 is not sufficient to help the student(s) make progress, a tier 3 (more intensive) intervention is implemented.
- **The tier 3 intervention must target the same skill as the tier 2 intervention.**
  - If the tier 2 intervention targets single digit addition up to 10, then the tier 3 must also target single digit addition up to 10.
- At most, 5% of your student population should require this level of support
- Interventions are 5 times per week for 20-30 minutes in groups of 3 or less
- How do we know if it's working?
  - Review:
    - weekly progress monitoring data.

# TIME & RESOURCES

- i Tier 2 & 3 interventions are taxing on the school's and teacher's time/resources. Leadership teams may have to get creative in order to identify the time, places and people available to make the level of support possible.
- i Ideas to “create” time include:
  - Walk-to-Intervention
  - Before or after school tutoring
  - Staggering instruction
  - Cross grade and/or cross classroom instruction
  - Skill-based instruction (e.g. Pod Squad)



# WHY PROBLEM-SOLVING ?

## BIG IDEAS

- i Annual Yearly Progress (AYP) and Disaggregated Data (NCLB) move focus of attention to student **progress**, not student **labels**
- i Building principals and superintendents want to know if students are achieving benchmarks, regardless of the students “type”
- i Accurate “placements” do not guarantee that students will be exposed to interventions that maximize their rate of progress
- i Effective interventions result from good problem-solving, rather than good “testing”
- i Progress monitoring is done best with “authentic” assessment that is sensitive to small changes in student academic and social behavior



# SKILLS TO TARGET FOR INTERVENTION

## READING

1. Phonological Awareness
2. Phonics
3. Vocabulary
4. Fluency
5. Comprehension

## MATH

1. Number Sense
2. Operations
3. Measurement
4. Algebraic Thinking
5. Geometry

## WRITING

1. Spelling
2. Reversals
3. Responding to prompts
4. Descriptive Writing

# INTERVENTION PROGRAMS & DATA COLLECTION TOOLS

## ASSESS/IDENTIFY

### **1. Phonological Awareness:**

- Kindergarten Literacy Survey (KLS) (District K Assessment)
- FAIR
- Phonological Awareness Screener for Intervention (PASI)

### **2. Phonics/Decoding**

- FAIR
- BELAA (District Reading Program)
- Phonics Screener for Intervention (PSI)

## INTERVENE/MONITOR

### **1. Phonological Awareness:**

- PASI, Earobics (Computer-based), Voyager,
- Michael Heggerty, 95% Groups & Teacher-made
- assessments

### **2. Phonics/Decoding**

- PSI
- 95% Groups
- Earobics
- Successmaker (Computer-based)
- Voyager
- Teacher-made assessments

# INTERVENTION PROGRAMS & DATA COLLECTION TOOLS

## ASSESS/IDENTIFY

### 3. Vocabulary

- FAIR, Running Records

### 4. Fluency

- Running Records, Dibels Oral Reading Fluency (ORF)
- FAIR

### 5. Comprehension

- Running Records, FAIR

## INTERVENE/MONITOR

### 3. Vocabulary

- Curriculum-based assessments, Successmaker,
- Running Records and Teacher-made assessments

### 4. Fluency

- Running Records, Dibels, listening passage preview, paired or choral reading

### 5. Comprehension

- Curriculum-based assessments, Successmaker and Teacher-made assessments

# Effective Features of Instruction

- Small Groups
- Coherent and consistent instructional routine
- Targeted and explicit step-by-step lessons
- Intense and deliberate direct instruction
- Teacher Modeling
- Active student engagement and participation
- Ample, multiple practice opportunities
- Frequent, immediate feedback with additional opportunities to respond-specific error corrections
- Focus on skills struggling readers lack




# MTSS FOR ACADEMIC PURPOSES

<https://www.youtube.com/watch?v=khzkNRjsPBE>



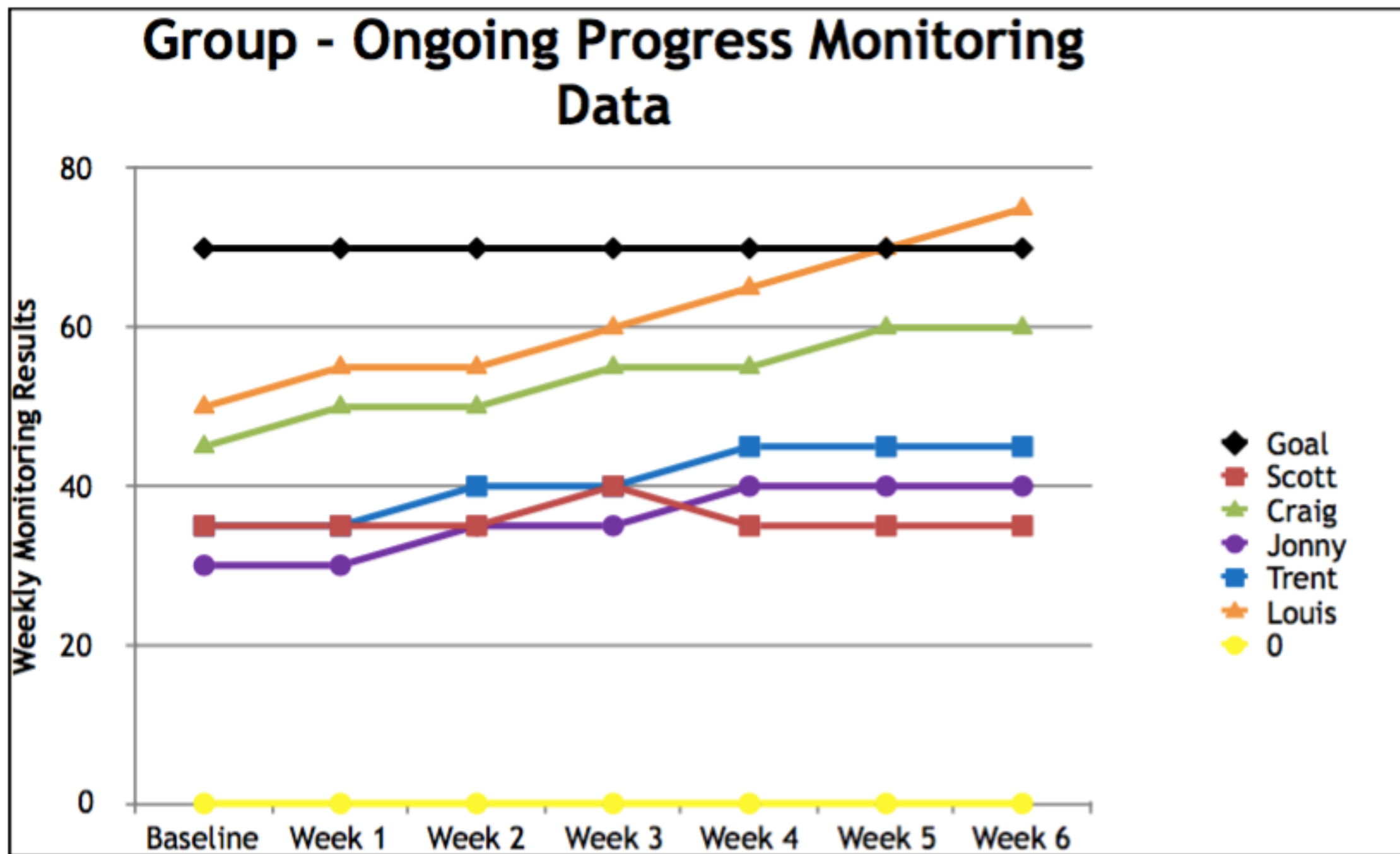


# Practice



John, a 3rd grade student, has been struggling with his reading fluency for about a month. He is joined by 4 other students that also share his current reading deficits. The group meets 3 times a week for 20 minutes to work on deficits in a more personal setting. What tier of RTI is John currently in? How would you assess his progress?

What Tier is each student in? What do you recommend?





Brainstorm Tier 1 strategies a teacher  
can use for their general education  
classroom.



Questions?